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ond class, just exemplified. If it had not been for the future experiences of this kind, the church of the middle ages would never have called this proposition a truth. And for the very reason that these "future" experiences no longer succeed the consciousness of the proposition, although temperature images may, and naturally often do, succeed a consciousness of the words, the modern church no longer, at least no longer generally, calls the proposition a truth. We see here again the identity of meaning and truth. The proposition's meaning does not consist, pragmatically, in temperature imagery, but in the conduct of human life anywhere, that is, in its biological significance for human beings. As soon as this *meaning* is lost, the *truth* has likewise ceased to exist. As soon as the proposition has lost its *truth*, it has, as a proposition, also lost its *meaning*, although the linguistic elements of which it is made up, continue to appear familiar and to call up all kinds of other images of words and things.

The question as to the exact number of pragmatisms is easily answered. Just as there are really as many sciences as there are scientists, so there are as many pragmatisms as there are pragmatists. Count them! But however great the number may be, neither science nor pragmatism is any worse off on that account.

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REVIEWS AND ABSTRACTS OF LITERATURE

Aspects of Child Life and Education. Compiled by G. STANLEY HALL.
Boston: Ginn & Co. 1907. Pp. xii + 326.

This book is made up of a series of nine articles written by G. Stanley Hall and some of his students. All these articles have appeared previously in some journal, most of them in the *Pedagogical Seminary*, but they are here "revised, condensed, or amplified, and provided with up-to-date bibliographies on each topic." By publishing them in book form Dr. Hall hoped to emphasize the relations between the different parts of the domain of child study, and by contrast to set forth their manifold applications.

The articles differ considerably in importance,—some are of interest from an historic point of view, others because of their practical bearing on the education of children. Of the former, the paper "The Contents of Children's Minds on Entering School," published twenty-five years ago, marked the beginning of the child-study movement in America, while "The Story of a Sand Pile" and "Boy Life in a Massachusetts Country Town Forty Years Ago" are probably two of the best-known single articles Dr. Hall has written. Of the second group, the paper on

"The Collecting Instinct" and the one on "Curiosity and Interest" offer many suggestions, some of which are now being worked out in the methods and materials used in teaching. The questionnaire method has been used throughout as the means of securing material, but as this method has been criticized elsewhere it is enough to mention the fact.

The book opens with Dr. Hall's historic article on "The Contents of Children's Minds." It summarizes the results of the Berlin study, those of Dr. K. Lange, Dr. B. Hartmann, and J. Olsen, as well as his own study of Boston children. The general conclusions are: (1) That there is next to nothing of pedagogic value the knowledge of which it is safe to assume at the outset of school life. Hence the need of objects and the "danger of books and word cram." (2) The best preparation parents can give their children for good school training is to make them acquainted with natural objects, especially with the sights and sounds of the country, and to send them to a good kindergarten. (3) Every teacher on starting with a new class or in a new locality should find out, with all the tact and ingenuity he can summon to his aid, what is already known by his class. (4) The concepts which are most common in the children of a given locality are the earliest to be acquired, while the rarer ones come later. Boys seem more likely than girls to be ignorant of common things right about them. (5) The actual content will depend on the environment of the children tested; the results gained from one locality can not be assumed to be valid for another district. Much of this seems like an old story, so thoroughly have we incorporated these conclusions in our principles of teaching. Still every teacher is probably making mistakes along just this line, and an examination of the tables presented in this study will mean time saved later, in that it will result in still greater caution in crediting young children with knowledge common among adults and will emphasize afresh the need of the application of the well-worn principle of apperception.

The second paper, "The Psychology of Day-dreams," by Theodate L. Smith, is interesting, though, perhaps, of little pedagogical value. It is based on answers to a questionnaire which was sent to normal-school students, pupils in the grammar grades, and adults, and may be summarized as follows: Day-dreaming appears to be a normal and well-nigh universal phenomenon in children and adolescents, and may continue throughout life. With the dawn of adolescence there is a marked increase in the variety and complexity of content. The emotional element becomes prominent. Sex differences are especially marked in day-dreams, largely due to environment and conventional training, but possibly due to some extent to innate, fundamental differences between men and women. In childhood the dreams are made up of memory images, actual experiences, and stories, being reproduced with but little change. Eating and motor activities figure largely in the content of childish dreams. In adolescence the dreams are of a vague future, with boundless possibilities, and of love. Those of the adult seem to be in closer connection with actual life. In old age the day-dreams are memories of the remote past. Day-dreaming may become excessive and pass over into pathological

states; and in consequence of the fact that it is usually enjoyable, a passive state, and that it is often associated with high intellectual endowments, it is peculiarly liable to this danger. It is interesting to note that many of those who indulged in it frequently had some sense of moral wrong-doing—children often vaguely, but youth often definitely and strongly.

The paper on "Curiosity and Interest," written by G. Stanley Hall and Theodate L. Smith, is one of the most interesting and suggestive from a pedagogical point of view. The results seem to support the statement made by E. A. Kirkpatrick, that "curiosity alone is a sufficient motive for the invasion of every fresh field of knowledge." The material was collected mainly from answers to syllabi, the total number of which was 1,247, and also from some individual child biographies kept by mothers. From a careful examination of these records it is concluded that four stages of development are recognizable: (1) Passive staring, manifested in infants as early as the second week. (2) Surprise, usually noticed in the second month. (3) Wonder, a little later than surprise. (4) Interrogation, or curiosity proper, which appears about the fifth month. Interest and curiosity are shown with regard to sensations in the following order: sight, hearing, touch and muscle sensations, smell and taste. These do not successively predominate, but overlap. Curiosity is manifested by (1) observation, passive and active; (2) experiments, under which is a discussion of cases of apparent cruelty; (3) questions about (a) forces of nature, (b) mechanical forces, (c) origin of life, (d) theology and Bible stories, (e) death and heaven; (4) destructiveness; (5) desire to travel. The records and discussions of questions asked by children are of vital importance to teachers as showing the vast amount of natural energy and intelligence which they have at their command, and also as emphasizing some of the particular lines along which children ask for information and need instruction. Aimless curiosity is rare, and in normal children is a sign of fatigue. Curiosity and attention go hand in hand in development, and lack of either shows either mental deficiency or poor pedagogy.

"The Story of a Sand Pile," by G. S. Hall, reads almost like a "Robinson Crusoe" written for adults. It is the account of how a few boys, during several summer holiday seasons, worked out in their play, with a sand pile, various stages of community, social, and industrial life. This sketch illustrates in a telling way many of the pedagogical principles which are being emphasized in the present-day methods of teaching, and also it shows what boys can and will do if left to themselves in a suggestive environment.

"A Study of Dolls," by A. Caswell Ellis and G. Stanley Hall, is based on 648 answers to a questionnaire from normal and high-school students and some adults. The results are summarized, and given in detail, under the following headings: materials of which dolls are made, substitutes and proxies; psychic qualities; dolls' food and feeding; sleep, sickness, death, funeral and burial of dolls; dolls' names; discipline; hygiene and toilet; families, schools, parties, etc.; accessories. I quote

some of the most interesting conclusions. The educational value of dolls is enormous. It educates the heart and the will even more than the intellect, and to learn how to control and apply doll play will be to discover a new instrument in education of the very highest potency. The individuality of children is more clearly revealed in the characters they give their dolls than in their own traits. The returns do not show any law of relationship between the size of the doll and the size or age of the child, save that the extremes of large and small develop their chief charm well on in the doll period. Doll play is an early cropping out of mother love, only in a limited and partial sense, and there must be much readjustment of opinion on this point. Some mothers very fond of their children now never cared much for dolls, while unmarried women and childless wives have been most enthusiastic devotees of dolls. Indeed, it is just possible that the ideal mother never played dolls with great abandon. Certainly, other functions than the maternal are more pronounced, for the play also seems natural for small boys. Dolls could aid in teaching almost everything. Some children read stories in order to be able to tell them to their dolls, others practise their French upon them. Many learn to knit, sew, etc., design costumes and prepare food for their dolls. Could not children's interests in and attitudes towards dolls be used to teach rudimentary sociology, ethics, science, anatomy, etc., in their most-needed and effective form? Dolls are a good school for children to practise all they know.

The paper on the "Collecting Instinct," by Caroline Frear Burk, is one of the most suggestive of the series. The study is based on the records of 1,214 children, from six to seventeen years of age, and concerns itself with the following questions: universality of the instinct; distribution of interests by age and objects collected; stages of development; methods of collecting; arrangement of collections. "The collecting instinct, passion, or interest is wonderfully universal and wonderfully intense among children. The age at which it is of greatest pedagogical importance is largely in the preadolescent period, before which collecting is more or less a blind, groping, purposeless instinct, and after which it largely loses its purity by being bound up with other associates, but during which period it reaches its greatest intensity and genuineness. Here we find the greatest reveling in quantity, here the time when the instinct acts most easily through the incentive of wide imitation, here rivalry comes in to add zest, here the true naturalist's spirit of finding and hunting as opposed to receiving or buying is most prominent, here the beginnings of a sense of classification develop. Here we find the nature interest at its crest, and this is the time for sending children forth to gather in nature's stores, to let them roam and wander and to encourage their naturalist clubs." Besides these nature-study collections a remarkable variety is shown in the kinds of things children collect. What they collect seems to be largely the result of circumstance, environment, suggestion, or imitation, but to collect something seems to be an instinct *per se*.

"The Psychology of Ownership," by Sinus W. Kline and C. J. France, is "an attempt to investigate the origin and nature of the instincts and

motives that operate in the accumulation of property and to describe more thoroughly than heretofore attempted those mental states arising from the consciousness of things owned." The paper is based on material gathered from biological, anthropological, historical, and child-study sources. The conclusions from the study of the child's attitude towards property seem to be the most definite and practical. Property is a great factor in developing the mind of the child, in teaching him about himself, in developing self-consciousness, enlarging his personality, and in teaching him respect for property in others. All that property has done in evolving the mind of man is repeated to some extent in the history of childhood. Above all, property-getting in childhood is of prime importance because it is anticipatory. The pedagogical value of children's collections is pointed out in this connection, and the question is raised as to whether, in furnishing children with books and other school appliances without giving them outright, we do not violate this property sense and detract from the child's dignity and self-respect, for "property is the very backbone of personality."

"Fetichism in Children," by G. Harold Ellis, is a short paper stating the things children use as fetiches and the significance of the whole attitude. The recapitulation theory is urged as explanation for many of the objects regarded as charms as well as for the tendency in general. Mr. Ellis believes that in the child are found all the elements that, united, make man a religious being, and that though intellectually we have risen above the savage, emotionally we are at about the same level.

The last article of the series is Dr. Hall's "Boy Life in a Country Town Forty Years Ago." It might have been called "The Disadvantages of Progress," for in it the author portrays the environment which he considers the best for boys between the ages of ten and fourteen, namely, that of the New England country town of about forty years ago. This life, according to the author, combines physical, industrial, and technical with civil and religious elements in wise proportion and pedagogic objectivity; it is "the one and only one that represents the ideal basis of a state of citizen voters as contemplated by the framers of our institutions." Dr. Hall then goes on to give some of the occupations, serious and otherwise, of the men, women, and children of this time. How the men made their ax helves, butter paddles, flails, bread troughs, cheese hoops and cheese ladders, scythes, pop-guns, etc., while the women were expert in carding, weaving, and spinning, the wool used being shorn from their own sheep and the flax raised in their own fields. Besides having some share in all the industries of the farm, there were all the outdoor sports and games for boys and girls,—so many more than we have to-day! Then there were the evenings spent in the light of home-made candles beside open fires, with the husking bees and paring bees, quilting bees and patching bees, spelling and singing schools, and stories without number. These evenings were not dangerous to morality, but turned to good account. "The farm was a great laboratory, tending, perhaps, rather more to develop scientific than literary tastes, cultivating persistency, if at the expense of versatility. Some such training the heroes of '76 had; . . .

such a people can not be conquered, for war and blockade would only drive them back to more primitive conditions and restore the old independence of foreign and even domestic markets." Although, perhaps, most people would not quite agree with the cry that the old times were the best, yet as one reads Dr. Hall's descriptions of all the possibilities of those strenuous times and realizes the limitations under which the majority of city children of to-day labor, one must echo afresh the cry that is being heard on every side for more that is vital, living, and real in the education of the children of our public schools.

To have such a series of articles published in book form, instead of scattered through various periodicals, will be a boon to many a teacher and educator. One is tempted to wonder what the principle of selection was which governed the compiling of the book, and, perhaps, to wish for a little unity of material in such a book; but as Dr. Hall in his preface acknowledges this lack and promises better things of others which may follow, we can afford to rest content.

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An Outline of the Idealistic Construction of Experience. J. B. BAILLIE.
London: Macmillan & Co. 1906. Pp. 344.

The book divides itself into two parts. The first portion is an enunciation of the view-point of the writer and lays down the principles governing the book as a whole. The second part, which begins with Chapter V., is a statement of experience according to the general plan contended for in the first four chapters of the book. The first portion of the book is unquestionably the more important of the two, for if the contentions of these earlier chapters are admitted, the remaining chapters, so far as their general scheme is concerned, follow quite readily. In other words, the author (Professor Baillie) first constructs and defends his main principles and position; and then, having done this, the application of the same, or the fitting of the different kinds of experience together in accordance with the theory previously set up, becomes a comparatively easy task as a whole although attended with difficulties in certain instances. Of the first division of the book mentioned above, Chapter I. (introduction) is the most important and the most difficult to understand of the first four chapters. This introduction, so called, is in fact the crucial chapter of the entire work, and if the main contentions of this part of the book are admitted as substantiated, the criticism that may be directed against the rest of the book is more of the nature of detail criticism than otherwise.

That Professor Baillie's line of thought is Hegelian will hardly be denied, yet this is, perhaps, all that can, in fairness, be said of the relation of this book to the philosophy of Hegel. There is an undoubted Hegelian trend of thought found herein, which is, perhaps, to be expected from one who is the author of "Hegel's Logic." However, "Idealistic Construction of Experience" is not a rehash of Hegel by any means and does not approach as closely to Hegel in many particulars as has